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ABSTRACT

This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from grades 5-12, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this guide should be used as program basics. (CJ)

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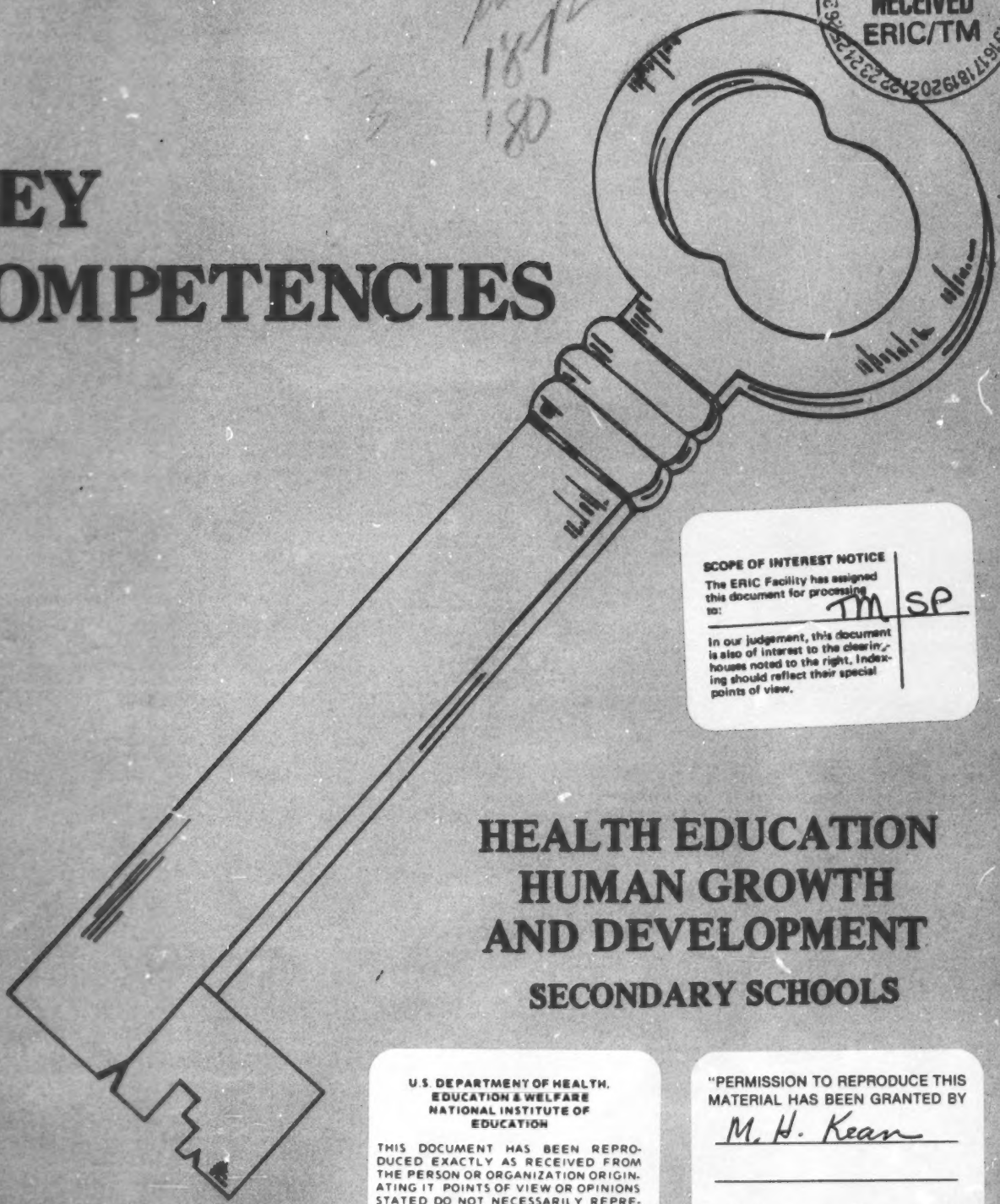
KEY COMPETENCIES



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HEALTH EDUCATION
HUMAN GROWTH AND DEVELOPMENT
SECONDARY SCHOOLS

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SP 016 504

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Office of Curriculum and Instruction

Division of Physical and Health Education

Secondary

Grades 5-12

Key Competencies

HEALTH EDUCATION
(Ungraded)
(U-HE)

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1980

AUG 4 1980

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File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

BGK/ar

HEALTH EDUCATION

Good health is an interrelated combination of physical, mental, emotional and social well-being. The major goal of health education is to assist students to achieve their full potential throughout life by becoming responsible for their own attitudes and practices that contribute to maintenance of personal health. Instruction and educational experiences in health also contribute to the well-being of individuals and communities through:

1. Development of desirable attitudes and practices in the areas of community health and ecology.
2. Educating students to become more intelligent consumers of health information, health services and health products.
3. Developing an understanding of what is necessary to maintain health in body and mind.
4. Influencing the health attitudes and practices of coming generations.

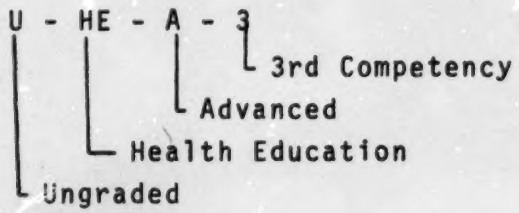
It is essential that we provide individuals with the knowledge necessary to maintain a high level of personal health and an understanding of how they contribute to the health of the entire community.

The scope of the health education program is for grades kindergarten through twelve.

This bool will treat the key competencies in the secondary program (grades five through twelve).

The following coding system was used to designate the competencies:

Example:



01 - Student Outcome 1

02 - Student Outcome 2

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The health education program is ungraded. The time when students engage in these competencies is dependent on their mental, emotional and social maturity.

U - HE - I — Intermediate (grades five through nine)

U - HE - A - Advanced (grades ten through twelve)

For further information regarding health education, its curriculum and services, please refer to Curriculum Means Service or contact:

Mr. Felix A. Cataldo, Director
Division of Physical and Health Education
Stevens Administration Building
13th and Spring Garden Streets - Rm. 402
Philadelphia, PA 19123
Phone: 299-7257

HEALTH EDUCATION
INTERMEDIATE
(U-HE-I)

Key Competencies

Grades Five through Nine

U-HE-I-1 STUDENTS WILL EXHIBIT KNOWLEDGE OF THOSE POSITIVE PERSONALITY TRAITS WHICH THEY DESIRE FOR THEMSELVES AND OBSERVE IN OTHERS:

01. Identify those traits which are considered desirable and explain why:
   a. Humble
   b. Confident
   c. Resentful
   d. Faces up to failure
   e. Accepts constructive criticism
   f. Continually rationalizes problems
   g. Rude
   h. Generous
   i. Conceited

U-HE-I-2 STUDENTS WILL IDENTIFY APPROPRIATE WAYS PEOPLE CAN COPE WITH THEIR EMOTIONAL PROBLEMS:

01. Identify personnel who might be able to help them solve problems.

02. Use the listed groups of common problems often experienced by teenagers. Identify a resource person other than a parent who could be consulted to help solve problems:
   a. Poor physical development, growth problems, skin disorders.
   b. Feeling uncomfortable in new situations, lack of confidence in school activities.
   c. Feeling unpopular, inability to relate to member of opposite sex.

U-HE-I-3 STUDENTS WILL DEMONSTRATE AN AWARENESS OF COMMON SOURCES OF POLLUTION AND RECOGNIZE STRATEGIES FOR COMBATING THEM:

01. Identify human sources of pollution:
   a. Sewage
   b. Garbage

Grades Five
through Nine

U-HE-I-3 STUDENTS WILL DEMONSTRATE AN AWARENESS OF COMMON SOURCES OF POLLUTION AND RECOGNIZE STRATEGIES FCR COMBATING THEM: (continued):

02. Identify industrial sources of pollution:
    a. Chemical wastes
    b. Liquid discharge
    c. Gases

03. Specify at least one strategy for preventing pollution.

04. List a means of preventing pollution for each of the following possible pollution sources:
    a. Sewage
    b. Garbage
    c. Industrial wastes

U-HE-I-4 STUDENTS WILL IDENTIFY RESOURCES BY WHICH COMMUNITIES ATTEMPT TO CONTROL HEALTH PROBLEMS:

01. Specify at least one resource through which communities attempt to control each of these health problems.

U-HE-I-5 STUDENTS WILL IDENTIFY THE CHANGES WHICH OCCUR AS THEY APPROACH PUBERTY:

01. Use a diagram of both male and female reproductive systems, label the major parts and explain their functions in relation to menstruation and seminal emissions.

02. Use a list of body parts and identify secondary sex characteristics which develop at puberty.

03. Describe the changes which occur as boys and girls reach puberty:

	Boys	Girls
a. Voice		
b. Body hair		
c. Body contour		
d. Skin changes		

Grades Five
through Nine

U-HE-I-5 STUDENTS WILL IDENTIFY THE CHANGES WHICH OCCUR AS THEY APPROACH PUBERTY (continued):

04. Identify those changes of emotional and social behavior which occur at adolescence.

05. Describe some of the characteristics of children which change as they reach puberty.

U-HE-I-6 STUDENTS WILL DEMONSTRATE THE ABILITY TO USE THEIR BODIES CORRECTLY IN DAILY LIVING ACTIVITIES:

01. Carry objects that vary in size, shape and weight in a manner characterized by:
    a. Proper body alignment
    b. Keeping objects close to body
    c. Keeping objects over base of support

U-HE-I-7 STUDENTS WILL DEMONSTRATE COMPREHENSION OF THE RELATIONSHIP BETWEEN FOOD SELECTION PATTERNS AND DIETARY NEEDS OF HUMAN BEINGS:

01. Identify at least three of the basic variables in the dietary requirements of humans:
    a. Age
    b. Sex
    c. Activity
    d. State of health
    e. Metabolism
    f. Heredity

02. List three variables which affect the nutritional elements which different people require under varying circumstances and conditions.

U-HE-I-8 STUDENTS WILL APPLY NUTRITIONAL PRINCIPLES TO THE SELECTION OF WELL-BALANCED MENUS:

01. Select a well-balanced meal which meets at least the minimum requirements for a person of a given weight, using a chart which states the basic dietary requirements for an individual.

Grades Five
through Nine

U-HE-I-9 STUDENTS WILL IDENTIFY POTENTIAL ACCIDENTS AND HAZARDS COMMONLY ENCOUNTERED BY STUDENTS OF THEIR AGE:

01. List the three most common accidents which occur among teenagers and the causes of these accidents.

02. Analyze the interrelationship of the factors which cause accidents.

U-HE-I-10 STUDENTS WILL DEMONSTRATE A KNOWLEDGE AND AWARENESS OF FACTORS THAT MUST BE CONSIDERED WHEN THINKING ABOUT A CAREER:

01. List factors associated with selecting a career:
    a. Family influence
    b. Financial considerations
    c. Interest
    d. Abilities

U-HE-I-11 STUDENTS WILL RECOGNIZE THE IMPORTANCE OF IMMEDIATE AND PROPER TREATMENT OF INJURIES:

01. Specify the action to be taken for various injuries requiring immediate care.

U-HE-I-12 STUDENTS WILL APPLY EMERGENCY FIRST AID PROCEDURES AND METHODS TO THE CARE OF INJURIES:

01. Demonstrate the basic skills involved in providing care for emergencies needing first aid.

02. Specify methods and procedures which should be followed to avoid further injury.

U-HE-I-13 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE EFFECTS DRUGS AND ALCOHOL HAVE ON THE HUMAN BODY:

01. Identify the major substance classification of some commonly used drugs.

Grades Five
through Nine

U-HE-I-13 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE EFFECTS DRUGS AND ALCOHOL HAVE ON THE HUMAN BODY (continued):

02. Show the correspondence of medical use of selected drugs and substance categories, such as:

Stimulant	Relieve tension
Depressant	Control appetite and weight
Hallucinogen	
Solvents	Relieve pain
Opiates	None

HEALTH EDUCATION
ADVANCED
(U-HE-A)

Key Competencies

Grades Ten through Twelve

U-HE-A-1 STUDENTS WILL EVALUATE FACTORS RELATED TO FOOD FADS AND FALLACIES:

01. Refute the statement or solve the problem using sound nutritional principles or information regarding a situation involving food fads, fallacies or diets.

U-HE-A-2 STUDENTS WILL ANALYZE THE RELATIONSHIP BETWEEN SOCIO-ECONOMIC FACTORS AND NUTRITION:

01. List at least three social factors that might affect an individual's or community's dietary patterns.

U-HE-A-3 STUDENTS WILL IDENTIFY THE GENERAL FACTORS CONTRIBUTING TO DISEASE AND DEFECTS:

01. Match the factors most likely to have contributed to the cause of the disease:

DISEASE/DEFECT	FACTORS
Arteriosclerosis	Aging
Radiation sickness	Environmental
Hemophilia	Genetic and inherited
Botulism	Toxins
Alcoholism	Behavioral
Influenza	Living disease agents

U-HE-A-4 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE ROLE OF FEDERAL AGENCIES IN PROVIDING FOR COMMUNITY HEALTH:

01. Identify at least three federal agencies responsible for administering federal health programs.

Grades Ten
through Twelve

U-HE-A-5 STUDENTS WILL SHOW KNOWLEDGE OF THE FUNCTION OF THE REPRODUCTIVE SYSTEMS OF THE MALE AND FEMALE:

01. List and explain the various reproductive organs and functions.

U-HE-A-6 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF PROBLEMS AND CONSEQUENCES ASSOCIATED WITH VARIOUS EXPRESSIONS OF SEXUALITY:

01. Specify problems and consequences which may be associated with:
    a. Masturbation
    b. Homosexuality
    c. Illegitimacy
    d. Prostitution
    e. Venereal disease

02. Specify ways the individual, family and society can reduce problems associated with various forms of sexual expression:
    a. Recognition
    b. Education
    c. Accepting responsibility for individual behavior
    d. Respect for others

U-HE-A-7 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF CRITERIA FOR SELECTING A MARRIAGE PARTNER:

01. List criteria such as:
    a. Similar interests
    b. Background
    c. Socio-economic factors
    d. Education
    e. Future aspirations

U-HE-A-8 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF FACTORS THAT INFLUENCE SEXUAL ATTITUDES:

01. Identify the factors that influence one's sexual attitudes.

Grades Ten
through Twelve

U-HE-A-9 STUDENTS WILL SHOW KNOWLEDGE OF SEXUAL CONCERNS WHICH MIGHT INVOLVE PERSONAL DECISIONS ON THEIR PART:

01. Identify responsible and irresponsible sexual behavior.

U-HE-A-10 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE POSSIBLE CONTRIBUTING CAUSES TO DRUG AND/OR ALCOHOL DEPENDENCY:

01. Identify at least three possible contributing causes for long-term dependency on heroin or alcohol.

U-HE-A-11 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VIABLE ALTERNATIVES TO SUBSTANCE ABUSE:

01. Give three possible alternatives which could be followed to avoid substance abuse.

U-HE-A-12 STUDENTS WILL DEMONSTRATE KNOWLEDGE AND AWARENESS OF VARIOUS TYPES OF CAREERS IN THE AREA OF HEALTH SERVICES:

01. List and describe career areas in health services:
    a. Physical therapist
    b. Social worker
    c. Nutritionist
    d. Nurse
    e. Doctor

U-HE-A-13 STUDENTS WILL IDENTIFY WAYS THEY MIGHT COPE WITH COMMON PRESSURES:

01. Specify possible reactions to a simulated situation involving stress.

U-HE-A-14 STUDENTS WILL RECOGNIZE COMPONENTS OF MENTAL HEALTH:

01. Identify the mental mechanisms which individuals use to deal with stress and tension in their daily life.

Grades Ten
through Twelve

U-HE-A-14 STUDENTS WILL RECOGNIZE COMPONENTS OF MENTAL HEALTH (continued):

02. List three ways people successfully cope with stressful situations.

U-HE-A-15 STUDENTS WILL IDENTIFY THE HAZARDS RELATED TO RECENT TECHNOLOGICAL DEVELOPMENTS:

01. List and identify hazards related to:

a. Nuclear power
b. New products
c. Aircraft
d. Automobiles

U-HE-A-16 STUDENTS WILL DEMONSTRATE UNDERSTANDING OF SERVICES PROVIDED BY QUALIFIED PROFESSIONAL HEALTH CARE PERSONNEL:

01. Describe the service provided by such personnel:

a. Obstetrician
b. Pediatrician
c. Pharmacist
d. Sanitarian
e. Mental health worker
f. Internist
g. Nurse
h. Medical technologist

U-HE-A-17 STUDENTS WILL EVALUATE PRODUCTS CLAIMS AND CONSUMER INFORMATION:

01. Give at lease one example of how the following government agencies carry out their consumer-protection function:

a. Food & Drug Administration
b. U.S. Public Health Service
c. Department of Agriculture
d. State Health Department
e. FCC

Grades Ten
through Twelve

U-HE-A-18 STUDENTS WILL EVALUATE MISCONCEPTIONS RELATED TO CONSUMER HEALTH:

01. Evaluate fads and misconceptions related to diet supplements and additives.

U-HE-A-19 STUDENTS WILL IDENTIFY HEALTH ADVISORS AND THEIR PRACTICES WHICH MAY BE MISLEADING, FRAUDULENT, ILLEGAL AND UNETHICAL:

01. Identify health practices that should be carefully evaluated by the health consumer.

02. Recognize desirable characteristics in a health advisor:

a. List three basic differences between a competent and incompetent health advisor.
b. Specify three ways that you might evaluate the competence of a physician.

HUMAN GROWTH AND DEVELOPMENT

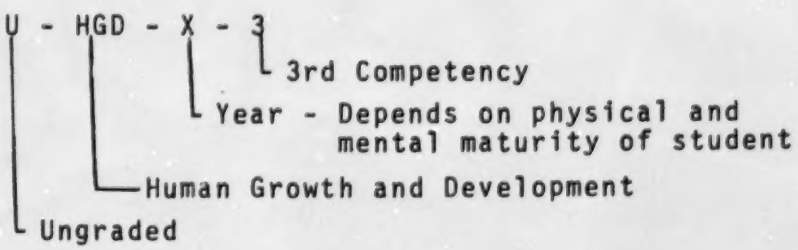
Human growth and development is all about the young person who is growing, the way this individual thinks, acts, and the uniqueness of this person. Therefore, no one else acts exactly the same. The course stresses how these differences make the human being very special and how to develop self-understanding.

The scope of the human growth and development program is for grades one through twelve.

The booklet will treat the key competencies in all the grades.

The following coding system was used to designate the competencies:

Example:



01 - Student Outcome 1

02 - Student Outcome 2

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The human growth and development program is ungraded. The time when these competencies are performed by students is dependent on their physical, intellectual, social and emotional maturity.

For further information regarding human growth and development, its curriculum and services, please refer to Curriculum Means Servi e or contact:

Mrs. Reba Poole, Assistant Director
Human Growth and Development
Administration Building
Parkway at 21st Street - Rm. 329

Phone: 299-7768

HUMAN GROWTH AND DEVELOPMENT
(U-HGD-X)

Key Competencies

U-HGD-X-1 STUDENTS WILL LEARN THE MAKING OF A PERSON (HEREDITY, ENVIRONMENT, SELF-IDENTIFICATION):

01. Post pictures of parents of pupils on bulletin board.

02. Identify parents of pupils. Discuss how heredity causes offspring to resemble parents, e.g., dogs - puppies, cats - kittens. Indicate that like produces like.

03. Develop a list of what is considered to be the important factors of one's environment, the things that affect everybody.

U-HGD-X-2 STUDENTS WILL LEARN HOW TO GROW UP BY PHYSICAL AND PSYCHOLOGICAL CHANGES AND DEVELOPMENT:

01. Discuss the dependency period of humans as compared to that of animals.

02. Describe the complex nature and interrelationship of the endocrine glands. Indicate that among the effects of hormones on the body are:
    a. pituitary - height
    b. thyroid - metabolism
    c. adrenal - circulation

03. Use pictorial material to illustrate rate of growth during adolescence.

04. Discuss how peer friendships are important at this time because of the assurance of observing others going through similar process.

U-HGD-X-3 STUDENTS WILL LEARN THE MEANING OF HUMAN REPRODUCTION:

01. Use diagram to explain male and female reproductive systems.

02. Show relationship to excretory system.

U-HGD-X-3 STUDENTS WILL LEARN THE MEANING OF HUMAN REPRODUCTION (continued):

03. View film such as:
    a. "Boy to Man"
    b. "Girl to Woman"

04. Use charts to show conception and gestation.

05. Discuss facts and fallacies of prenatal influence affecting the baby.
    a. birthmarks
    b. drugs
    c. frightening scenes

U-HGD-X-4 STUDENTS WILL LEARN ABOUT PERSONAL GROWTH AND DEVELOP TRAITS THAT GUIDE THEM TO BETTER LIVING:

01. Explain the various qualities of an attractive appearance. Relate them to good health. List them on the chalkboard.

02. Indicate that emotional expression is natural and can enrich life, e.g., love reaction to music or art, excitement of competitive games.

03. Discuss, in pairs, any event both have witnessed. In a group of four or more, discuss an event.

04. Discuss reations to various speakers.

05. Bring in a brief outline on a career students would like to pursue and what must be done to attain that goal.